



Summer Review Materials

Entering Grade 4

Name: _____

Grade in September: _____

Summer Reading Practice

Entering Grade 4

Name: _____

Grade in September: _____



Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character ____.

Then, the character ____.

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UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

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UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

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KNOWLEDGE BUILDING

What does this text help you understand?

Now I know ____.

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KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know ____.

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KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know ____
from ____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

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ACADEMIC TALK

I'm curious about ____.

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ACADEMIC TALK

Can you tell me more about ____?

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Lesson 8

Determining the Central Message



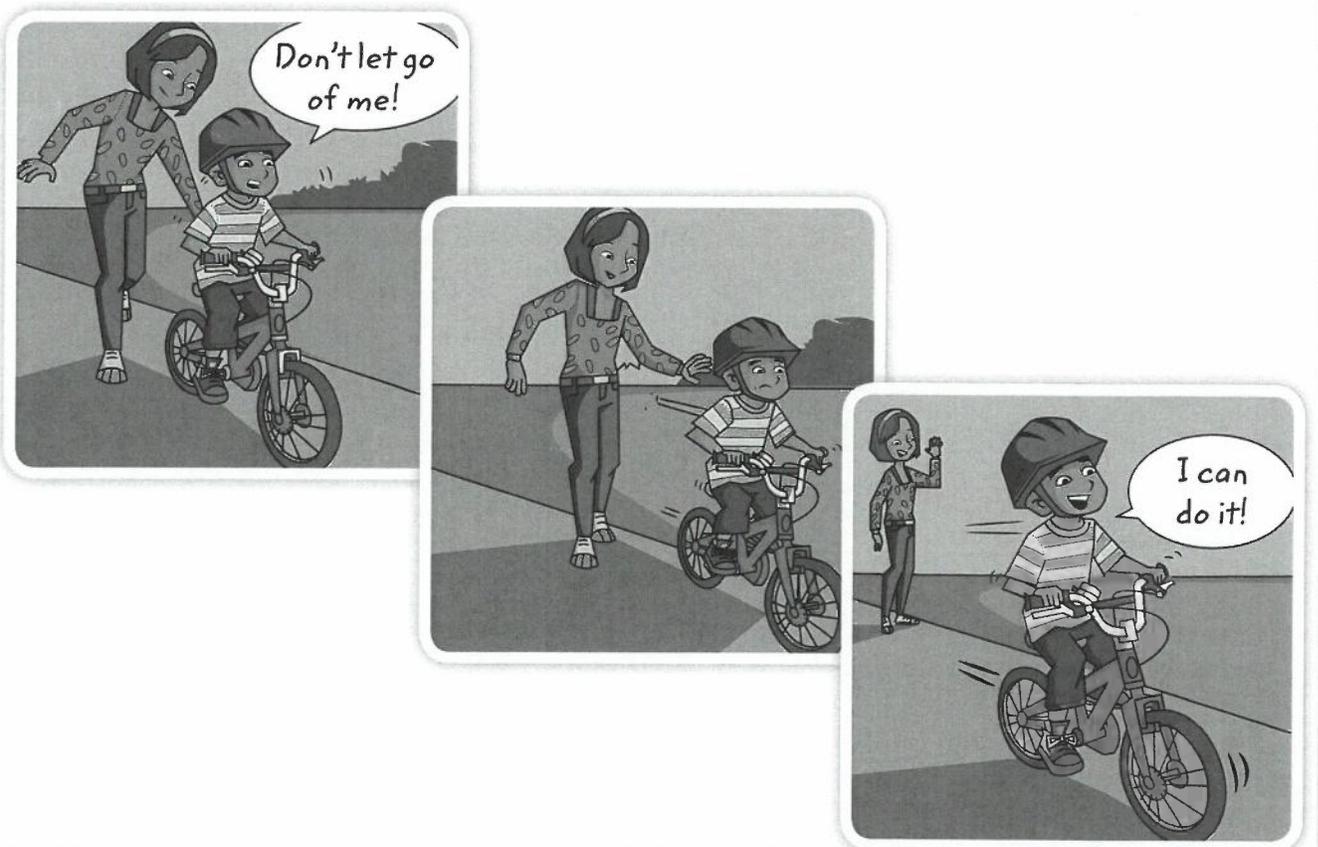
Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.

Look at the cartoon. Think about a lesson the boy learns by the end.



► **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail
↓	↓	↓
What Is the Central Message?		

► **Talk** Using the key details in the chart, talk about the central message of the cartoon.



Academic Talk
Use these phrases to talk about the text.

- **central message**
- **key details**

The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."
- 3 The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."
- 4 The girl thought, "How can that be? How can it take so long if I go fast?"
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



Close Reader Habits

Underline key details that help you figure out the central message.

Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

Talk

- 2 Think about the message of the story. Talk about what the girl learned.

Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?



Write Use the space below to write your answer to the question on page 13.

The Girl and the Apples

3 Short Response What is another lesson the girl might learn from what happened?

HINT What might the girl think about the farmer's advice by the end of the story?



Don't forget to check your writing.

Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils, paper, notebooks, folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step 30–45 minutes

1 Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, *When you retell a story, you tell details and events in the order they happened.*
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

- Then say, *You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.*
- Use the same information from the retelling to summarize.

This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.

2 Model summarizing text.

- Say, *Summarizing is a good way to remember what you read. Let's summarize a story together.* Then read aloud a story, such as *A Bargain for Frances*, by Russell Hoban.
- As you read, pause occasionally to model how you summarize.

Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

- Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.

3 Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them? (tea set) So how can we summarize this page? (Thelma offers to sell Frances her tea set.)

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

4 Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.

- What are the most important things about _____?
- What's interesting about _____ but not so important?
- Can you think of one word to describe _____, _____, and _____?
- What is a shorter way to tell what happened when _____?

Connect to Writing Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.
difficulty determining how ideas or events in a story can be condensed	using relatable examples. You might say, <i>What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door?</i> (It's time to go home.) Relate this to combining events in a story.

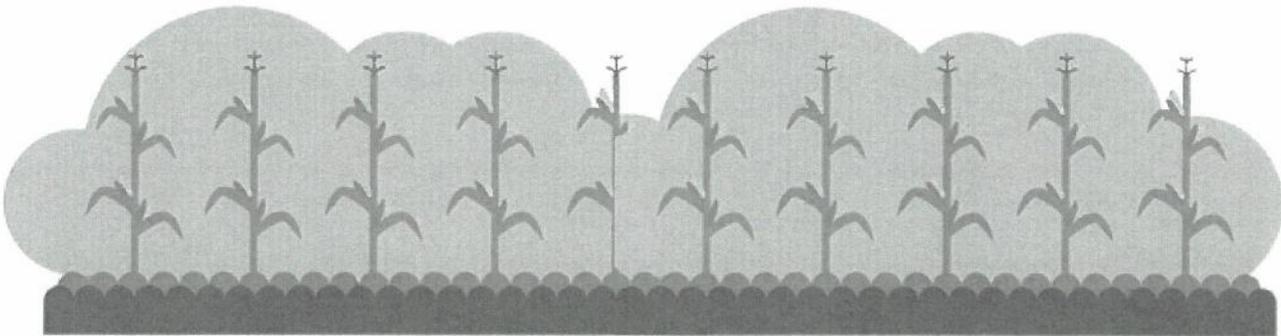
Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.





To find the central message of a story, think about which character learns a lesson.

Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 19 to write your answer.

HINT Reread to look for the character who learns a lesson.

Lesson 31

Real-Life Connections

 **Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

A friendly lady in town gives neighbors vegetables from her garden.

Friendly dogs wag their tails and want to be patted.

Guided Practice

Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

HINT To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1 A helpful person might _____.

do chores **break a glass** **trip and fall**

2 If a person is curious, she might _____.

go to sleep **read a book** **wrap a gift**

3 It would be selfish to _____.

take all the toys **give presents** **help others**

4 A student could interrupt a class by _____.

writing a story **doing math** **talking loudly**

Independent Practice

For numbers 1–5, choose the correct answer to each question.

- 1** How might a **patient** person act?
 - A** tell a friend to hurry up
 - B** run to be first in line
 - C** refuse to wait for someone
 - D** teach a baby something new

- 2** What might a **stubborn** person say?
 - A** "I like this new food after all."
 - B** "I won't eat that even if it's good for me."
 - C** "I agree with you about that."
 - D** "I'll stay home because you need my help."

- 3** What might a **generous** person do?
 - A** help a friend with homework
 - B** eat candy without sharing
 - C** disobey his parents
 - D** scare a friend's dog

- 4** How might someone cause **confusion**?
 - A** by solving a problem
 - B** by telling the truth
 - C** by giving poor directions
 - D** by speaking clearly

- 5** What is a **rude** thing to do?
 - A** invite a friend to a party
 - B** talk while others are talking
 - C** offer to wash the dishes
 - D** help a neighbor plant a garden

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- trotted/trotting
- stall

ZEL

the Gentle Donkey

A FOLKTALE FROM HAITI

- 1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.
- 2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.
- 3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.



4 One day, Zel’s friend Touloulou the crab visited. “Did you have a good day at the market?” asked Touloulou.

5 “Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me.”

6 “Madame Charity is always late. She won’t blame herself, so she blames you,” said Touloulou.

7 “Yes,” said Zel. “And because everyone is afraid of her angry tongue, she never sells much at the market.”

8 “I will help you,” said Touloulou.

9 The next Saturday, Madame Charity woke up at 9 a.m. “Oh, no! I’m late again!” she yelled. As she tossed her heavy bags onto Zel’s back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel’s back. Touloulou held tightly to her skirt.

10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 “Ouch!” Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. “Faster, Zel! Faster!” she yelled.

12 Again Touloulou pinched Madame Charity’s ankle.

13 “Ouch!” shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 “What’s wrong?” people asked.

16 “Hurrying to get to market, I must have hurt my ankle. It’s very painful. Ouch! Ouch! Ouch!”

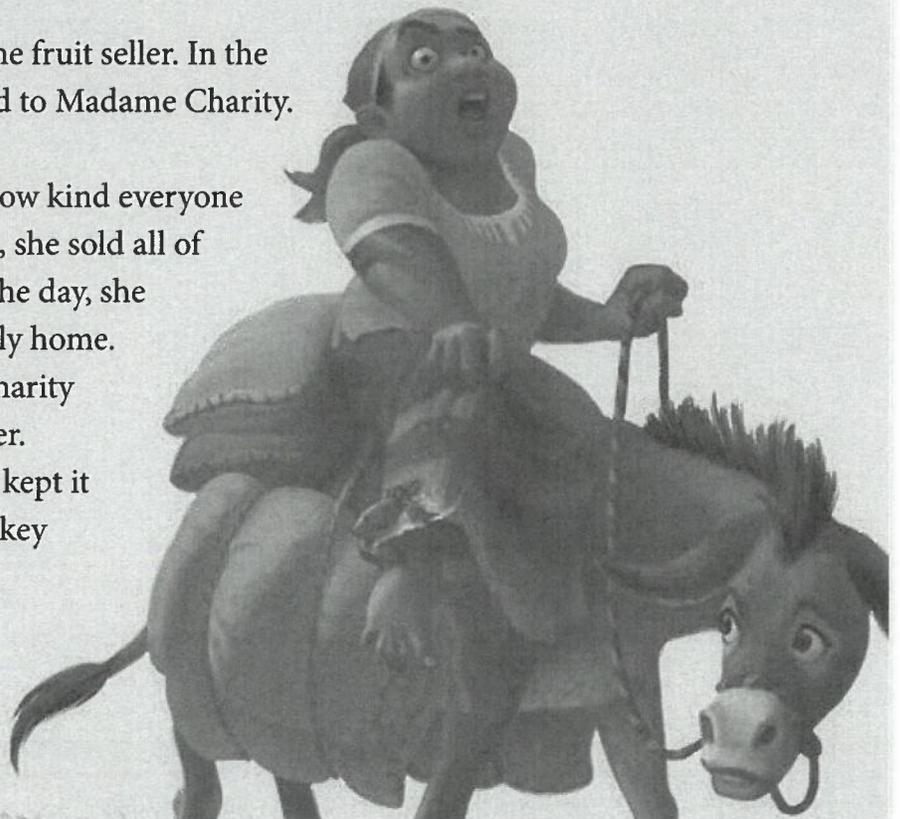
17 The fish seller said, “Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m.”

18 “Thank you,” said Madame Charity. She was surprised at the man’s kindness.

19 “Let me fix your ankle,” said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.



Think Use what you learned from reading the selection to respond to these questions.

- 1 Which detail in the first part of the story explains why Madame Charity is cruel to Zel?
- A Zel does not walk to the market as fast as she is able to.
 - B Madame Charity is always angry and mean.
 - C Madame Charity does not have enough sugar and rice to sell.
 - D Everyone in town loves Zel because she is pleasant and kind.

2 Describe how Touloulou helps Zel.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

- A Honesty is the best policy.
- B Kindness gets better results than anger.
- C Things are not always as they appear.
- D Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

- A "Madame Charity, you should get up earlier."
- B "Then she got angry and yelled at Zel. . . ."
- C "From that day on, Madame Charity tried not to raise her voice in anger."
- D "Today he felt sorry for her."

- 4 What is the meaning of the word *market* as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.

- A a store where food and spices are bought
- B a place where people buy and sell things
- C a street fair where people gather
- D a bank where money is exchanged



Write A central message of “Zel, the Gentle Donkey” is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

- 5 **Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

- 6 **Write an Extended Response** Review the central message of “Zel, the Gentle Donkey.” Explain how the characters in the story help deliver this message. Use details from the story to support your answer.

Tools for Instruction

Determine Message, Lesson, or Moral

An important part of reading development is recognizing that a story is likely to convey a message or lesson, and learning how to read closely to determine it. Some stories teach a lesson explicitly, while other stories have lessons that are implied. Determining an implied lesson can be hard for readers because it requires them to go beyond retelling events to more sophisticated skills, such as analyzing details and making inferences. When teaching students how to determine the message, lesson, or moral of a story, it is helpful to use stories with stated and unstated morals so that students can gain confidence in finding the message as they progress from concrete to abstract thinking.

Three Ways to Teach

Analyze a Stated Message, Lesson, or Moral 20–30 minutes

Scaffold students' ability to determine the message in any story by analyzing stories with stated messages. Help them think about the way the author uses details and shapes events in order to teach a lesson.

- Choose a brief fable—a story with an explicitly stated moral—and read it aloud. Then model for students how to identify the moral and think about how the details in the story point to the lesson readers should learn. The following example is based on Aesop's "The Boy Who Cried Wolf."

In a fable, we are told the story's lesson at the very end. The lesson is called a moral. So what is the moral of this story? The last line says, "Nobody believes a liar, even when he is telling the truth!" Let's think about how the details in the story make this lesson clear. We read that the boy was bored and that he lied about seeing the wolf to amuse himself. We also read that the villagers were very upset that they had been tricked, especially the second time. When the boy really sees a wolf, nobody believes him. These details match the moral stated at the end, that "nobody believes a liar." No one in the village trusted the boy because of his lies.

- Distribute and display **Message, Lesson, or Moral Chart**, and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.
- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters' words and actions, as well as what happens and why.
- Invite pairs to share their work with the class.

Determine an Unstated Message, Lesson, or Moral 10–15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, *The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events.* Then model how to determine an unstated message by asking questions about what you read. The following example is based on *Charlotte's Web*, by E. B. White.

What decision did Charlotte make? (to write a message in her web)
Why did she make it? (to help save Wilbur from slaughter)
What happened because of that decision? (Wilbur was chosen for the fair.)
What did everyone learn? (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

Convey a Message, Lesson, or Moral 30–45 minutes

Connect to Writing Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.

Check for Understanding

If you observe...	Then try...
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these: <i>What was the main character's problem?</i> <i>How did that problem get solved?</i> <i>Did you think the character did the right or wrong thing?</i> <i>What did we learn from this example?</i>

Name _____

Message, Lesson, or Moral Chart

<p>Details</p>	<p>Details</p>	<p>Details</p>
----------------	----------------	----------------

<p>Message, Lesson, or Moral</p>

Lesson 33

Words for Time and Space

 **Introduction** How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon, and in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

 First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to, and on the right* are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

 Some flowers can grow under trees or climb up walls.

 **Guided Practice**

Complete each sentence. If the parentheses () say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

- 1 _____, get a shovel and loosen the soil. (when)
- 2 Plant your seeds, and be sure to water them _____
 _____ . (when)
- 3 The roots of the tiny seedlings will grow _____
 _____ (where)
- 4 The stems and leaves will grow _____
 _____ . (where)
- 5 Don't forget to weed your garden _____
 _____ . (when)

Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

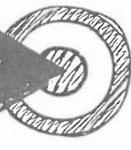
- 1** If you have packets of seeds, _____ read the directions.
- A** slowly
 - B** first
 - C** carefully
 - D** you must
- 2** It's a good idea to plant _____.
- A** vegetables
 - B** many seeds
 - C** in the morning
 - D** with a friend
- 3** You can grow corn, squash, and beans _____.
- A** near one another
 - B** if you want
 - C** for food
 - D** for your family
- 4** Some seeds sprout _____.
- A** in just a few days
 - B** with little water
 - C** but others do not
 - D** without much trouble
- 5** Once your vegetables grow, you can share them _____.
- A** with neighbors
 - B** easily
 - C** too
 - D** at school

Lesson 7

Recounting Stories



Learning Target



Retell or recount stories from around the world by telling key events in the order in which they happened.

- ▶ **Read** When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence**, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

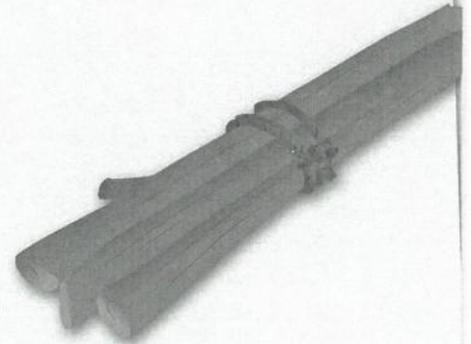
A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).



► **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

Beginning	Middle	End

► **Talk** Using the key details in your chart, retell the story to your partner.



Academic Talk

Use these words to talk about the text.

- **recount**
- **sequence**
- **character**
- **setting**
- **events**

Brother and Sister

a folktale from Korea

- 1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- 2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- 4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.



Close Reader Habits

Underline the sentences that tell the key events.

Explore

How do you choose which details to include when you recount a story?



To decide whether a detail is important, think about whether the story makes sense without it.

Think

- 1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

Beginning	<i>A brother and sister grow and sell rice. They each get the same number of bags of rice.</i>
Middle	<i>Sister</i> <i>Brother</i>
End	

Talk

- 2 Using the details from your chart, take turns retelling the story with your partner.



Write

- 3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 37 to write your answer.

HINT What details would you need to help a friend understand what happens in the story?

HOW THE BAT GOT WINGS

◀◀ A CHEROKEE NATION TALE ▶▶

- 1 A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. “You are too small,” they said.
- 3 So the bat asked to play with the birds. The birds said, “You don’t have wings, but we can make you some out of a drum.” The birds stretched the skin of a drum into wings.
- 4 The birds put the wings on the bat and said, “Flap your wings.” The bat jumped off a tree and flapped her wings, but she didn’t fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- 5 The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- 6 When the game was over, the mammals said, “Who is that superstar on your team?”
- 7 The birds said, “It is the bat. We gave her wings.”
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.



When you get ready to recount a story, choose the most important details.

► Think

1 Number the items to show the order of some events in the story.

___ The bat flies in a crazy, zigzag pattern.

___ The birds make wings for the bat.

___ The mammals do not let the bat play on their team.

2 Why do the birds win the game?

A The mammals cannot follow the bat's movements.

B The mammals are surprised to see the bat on the team.

C The mammals refuse to play against a bat.

D The birds fly in a crazy, zigzag pattern.

► Talk

3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

► Write

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 40 to write your answer.

HINT Review the game in paragraphs 5 to 8.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**

True *or* False

a folktale from Myanmar (Burma)

- 1 There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.
- 2 One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."
- 3 The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.
- 4 The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.
- 5 The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.



- 6 The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.
- 7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.
- 8 “You three must be the ones I am looking for,” he said.
- 9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!
- 10 They said nothing.
- 11 Finally, the man said he would let them go if they promised never to tell tall tales again.
- 12 The brothers agreed, and they kept their promise.



► **Think** Use what you learned from reading the selection to respond to these questions.

1 Number the items to show the order of some events in the story.

- ___ Each brother told his make-believe story.
- ___ Three brothers talked a rich traveler into playing a game.
- ___ The rich man made them promise not to tell tall tales.
- ___ The rich man told them a story.
- ___ The rich man did not question the brothers' stories.
- ___ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why did the three brothers want to play a game with the traveler?

- A** They wanted to see if he would believe their tall tales.
- B** They wanted to trick him so they could have what he owned.
- C** They disliked people who had more money than they did.
- D** They were once the rich traveler's servants.

Part B

Write a sentence from paragraph 2 that supports the answer you chose for Part A.

- 3 Which is the **best** recounting of the third brother's story?
- A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
 - B He gets away from the fishermen by swimming in the river like a fish.
 - C He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
 - D He becomes a fish so that he can help the fishermen chase fish into their nets.
- 4 Which is the **best** description of the brothers' problem at the end of the folktale?
- A The brothers think the rich man's story is the best of all the stories they have heard.
 - B The rich man believes that the brothers are the runaway servants he is looking for.
 - C The brothers promise never to tell tall tales again as they know they should not be doing that.
 - D No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- A The brothers tell their tales throughout the countryside.
- B The brothers ask a rich traveler to play a game.
- C A tiger spit one brother out after eating him.
- D The rich man said nothing about the brothers' stories.
- E The rich man told a story about missing servants.
- F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.

What does the word *doubt* mean in this context?

- A dislike
- B understand
- C mistrust
- D enjoy



Write

- 7 Short Response** Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.



Learning Target

Explain why recounting the events in a story will help you understand it.

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

1 “Wait up!” Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. “You’re too slow,” he called. “Hurry up!”

3 “No, you’re too fast,” Robert replied with a smile. “Slow down!” This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn’t in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake’s first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. “I’m going to blow my whistle. What were they thinking letting us wander around the woods alone at night?” Jake griped, standing close to Robert.

6 “Take it easy!” Robert patted Jake on the back. “We just have to use what we learned. Let’s break it down into steps. We can do this!”

7 Jake took a deep breath. “Okay, okay. I guess we’re not in any danger yet. First things first, find the Big Dipper,” Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. “There!” Robert shouted, pointing his finger at a patch of stars.

9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. “Okay, let’s go,” Jake said, and started walking quickly away from their spot in the forest.

10 Robert grabbed his shoulder. “Wait, let’s take our time. We want to be sure we get it right,” Robert said, shaking his head. Jake was always jumping into things too fast. “What’s the next step?”

11 Jake sighed. “I guess you’re right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle,” Robert said.

12 “There they are,” Jake said. He pointed to the picture, and then up into the sky.

13 “Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star,” Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn’t have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. “Told you we wouldn’t need the whistle,” Robert told Jake with a grin and a friendly whack on the back.

15 “I guess you were right...for once,” Jake said, smiling. He was proud that he hadn’t given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.



1 Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

- A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- B** "They were completing the final test for their summer nature camp."
- C** "They had to find the North Star and follow it until they came to an open field."
- D** "Within minutes, they could see the warm glow of a campfire through the trees."

2 Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

- A** to stop Jake from walking into a clump of poison ivy
- B** to get Jake to slow down and carefully find the North Star
- C** to ask Jake to blow the whistle to let everyone know they are lost
- D** to make Jake leave him alone in the woods

- 3** The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

- A** dimly lit
- B** blowing up
- C** flying apart
- D** completely filled

Part B

Which sentence from the story **best** supports the answer to part A?

- A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- B** "He had spent lots of time hiking, even at night."
- C** "They soon saw the star that shone brighter than many of the others around it."
- D** "He pointed to the picture, and then up into the sky."

- 4** Which sentence **best** begins a retelling of “Following the Stars”?
- A** Jake and Robert are taking their final test at summer nature camp.
 - B** Jake and Robert find the Big Dipper and the North Star.
 - C** Jake and Robert proudly walk into the clearing following the stars.
 - D** Robert is calm, but Jake is worried about passing the final test.

- 5** Select the **two** sentences that **best** tell how the picture in “Following the Stars” helps readers better understand the story.
- A** It shows that Jake is walking much faster than Robert.
 - B** It shows how far the boys had to walk to find the camp.
 - C** It shows what Jake and Robert saw in the sky that night.
 - D** It shows how Jake and Robert feel during the test.
 - E** It shows that Robert is more at ease in the woods than Jake.
 - F** It shows how alone Jake and Robert are out in the dark woods.

Lesson 20

Possessive Nouns

 **Introduction** Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an **-s**.

seller + 's The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the **-s**.

lions + ' The lions' area is near the back of the zoo.

Guided Practice

Write the possessive form of the noun in parentheses () to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in (). Also look for clue words, such as *a*, *one*, *several*, and *few*.

- 1 a _____ key (zookeeper)
- 2 several _____ ears (bunnies)
- 3 one _____ flippers (penguin)
- 4 a few _____ tails (foxes)
- 5 three _____ brooms (cleaners)
- 6 a _____ tickets (guest)
- 7 some _____ nests (cranes)
- 8 an _____ egg (emu)

Independent Practice

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several workers pails had food for the animals.

- A worker's'
- B workers
- C worker's
- D workers'

2 The workers put bottles in a few babies mouths.

- A babies'
- B babies's'
- C babies
- D babies's

3 The zookeeper pointed out three ostriches strong legs.

- A ostriche's's
- B ostriches
- C ostriches'
- D ostriche's

4 There was a big spray of water from an elephants trunk.

- A elephants
- B elephant's
- C elephants's
- D elephants'

5 We loved seeing one peacocks colorful feathers.

- A peacocks'
- B peacocks
- C peacock's
- D peacocks's

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. "If a cat comes, we will chase it away," they agreed.

So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

"Hooray!" Molly and Alec shouted. The baby bird wasn't lost after all!

23 Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb "watch" in this sentence?

- A** watched
- B** watches
- C** will watch
- D** correct as is

24 Which sentence from the story uses commas and quotation marks correctly?

- A** Alec said "The baby bird must be lost."
- B** "Let's pick it up so a cat won't get it, said Alec.
- C** Let's hide it under a box" she suggested.
- D** "If a cat comes, we will chase it away," they agreed.

25 Read the sentence from the story.

It was the baby birds mother!

Circle the word in the sentence that needs an apostrophe to show possession.
Then write the sentence correctly on the line below.

26 To change a word ending in the letter *y* from singular to plural, remove the *y* and add *-ies*. How would you spell the plural of "baby"?

- A** babys
- B** babies
- C** babyies
- D** baies

Summer Math

Practice Entering Grade 4



Name: _____

Grade in September: _____

Understanding of Multiplication Models

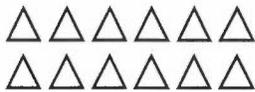
Name: _____

- 1 Show 3×5 by drawing equal groups of 5.

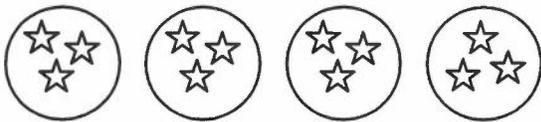
Show 3×5 by drawing an array.

Complete the equation. $3 \times 5 =$ _____

- 2 Write an equation that matches the array.



- 3 Write an equation that matches the picture.



- 4 Use words to describe the drawing for problem 3.

Multiplying with 2, 5, and 10

Name: _____

Multiply.

1 $5 \times 2 =$ _____ 2 $2 \times 5 =$ _____ 3 $2 \times 10 =$ _____ 4 $10 \times 2 =$ _____

5 $10 \times 5 =$ _____ 6 $5 \times 10 =$ _____ 7 $6 \times 2 =$ _____ 8 $2 \times 6 =$ _____

9 $3 \times 10 =$ _____ 10 $10 \times 3 =$ _____ 11 $7 \times 2 =$ _____ 12 $2 \times 7 =$ _____

13 $4 \times 10 =$ _____ 14 $10 \times 4 =$ _____ 15 $5 \times 4 =$ _____ 16 $4 \times 5 =$ _____

17 $2 \times 2 =$ _____ 18 $5 \times 5 =$ _____ 19 $10 \times 10 =$ _____

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

Multiplying with 0 and 1

Name: _____

Write the missing digits in the boxes to make each multiplication problem true.

$3 \times 1 = \square$

$0 \times 7 = \square$

$5 \times 1 = \square$

$1 \times 0 = \square$

$1 \times 7 = \square$

$4 \times \square = 0$

$4 \times \square = 4$

$9 \times \square = 0$

$\square \times 1 = 3$

$\square \times 9 = 9$

$\square \times 8 = 0$

$\square \times 6 = 0$

Write two factors to make each multiplication problem true.

$\square \times \square = 5$

$\square \times \square = 7$

$\square \times \square = 2$

$\square \times \square = 1$

Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.

$\square \times 0 = 0$

Multiplying with 3

Name: _____

Multiply.

1 $2 \times 3 =$ _____ 2 $3 \times 2 =$ _____ 3 $10 \times 3 =$ _____ 4 $3 \times 10 =$ _____

5 $5 \times 3 =$ _____ 6 $3 \times 5 =$ _____ 7 $4 \times 3 =$ _____ 8 $3 \times 4 =$ _____

9 $9 \times 3 =$ _____ 10 $3 \times 9 =$ _____ 11 $1 \times 3 =$ _____ 12 $3 \times 1 =$ _____

13 $8 \times 3 =$ _____ 14 $3 \times 8 =$ _____ 15 $6 \times 3 =$ _____ 16 $3 \times 6 =$ _____

17 $7 \times 3 =$ _____ 18 $3 \times 7 =$ _____ 19 $0 \times 3 =$ _____ 20 $3 \times 3 =$ _____

21 Tell how you could check that your answer to problem 9 is correct.

22 Draw a model to show how you solved one of the problems.

Multiplying with 4

Name: _____

Multiply.

1 $2 \times 4 =$ _____ **2** $3 \times 4 =$ _____ **3** $10 \times 4 =$ _____ **4** $5 \times 4 =$ _____

5 $7 \times 4 =$ _____ **6** $6 \times 4 =$ _____ **7** $8 \times 4 =$ _____ **8** $9 \times 4 =$ _____

9 $1 \times 4 =$ _____ **10** $4 \times 5 =$ _____ **11** $0 \times 4 =$ _____ **12** $4 \times 10 =$ _____

13 $4 \times 3 =$ _____ **14** $4 \times 2 =$ _____ **15** $4 \times 1 =$ _____ **16** $4 \times 4 =$ _____

17 Tell what strategy you used to solve 6×4 .

18 Draw a model to show how you solved one of the problems.

Multiplying with 6

Name: _____

Multiply.

1 $5 \times 6 =$ _____ 2 $3 \times 6 =$ _____ 3 $10 \times 6 =$ _____ 4 $2 \times 6 =$ _____

5 $7 \times 6 =$ _____ 6 $4 \times 6 =$ _____ 7 $8 \times 6 =$ _____ 8 $1 \times 6 =$ _____

9 $9 \times 6 =$ _____ 10 $6 \times 5 =$ _____ 11 $0 \times 6 =$ _____ 12 $6 \times 10 =$ _____

13 $6 \times 3 =$ _____ 14 $6 \times 2 =$ _____ 15 $6 \times 5 =$ _____ 16 $6 \times 6 =$ _____

17 Tell a strategy you can use to show 5×6 .

18 Explain how problem 2 and problem 13 are related.

Multiplying with 7

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $3 \times 7 =$ _____

2 $6 \times 7 =$ _____

3 $8 \times 7 =$ _____

4 $2 \times 7 =$ _____

5 $9 \times 7 =$ _____

6 $1 \times 7 =$ _____

7 $7 \times 0 =$ _____

8 $10 \times 7 =$ _____

9 $4 \times 7 =$ _____

10 $5 \times 7 =$ _____

11 $7 \times 3 =$ _____

12 $0 \times 7 =$ _____

13 $7 \times 2 =$ _____

14 $7 \times 10 =$ _____

15 $7 \times 4 =$ _____

16 $7 \times 1 =$ _____

17 $7 \times 5 =$ _____

18 $7 \times 7 =$ _____

Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

Multiplying with 8

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $2 \times 8 =$ _____

2 $6 \times 8 =$ _____

3 $7 \times 8 =$ _____

4 $3 \times 8 =$ _____

5 $9 \times 8 =$ _____

6 $1 \times 8 =$ _____

7 $0 \times 8 =$ _____

8 $10 \times 8 =$ _____

9 $4 \times 8 =$ _____

10 $5 \times 8 =$ _____

11 $8 \times 3 =$ _____

12 $8 \times 0 =$ _____

13 $8 \times 2 =$ _____

14 $8 \times 10 =$ _____

15 $8 \times 4 =$ _____

16 $8 \times 7 =$ _____

17 $8 \times 5 =$ _____

18 $8 \times 8 =$ _____

Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

Multiplying with 9

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $1 \times 9 =$ _____

2 $6 \times 9 =$ _____

3 $7 \times 9 =$ _____

4 $2 \times 9 =$ _____

5 $8 \times 9 =$ _____

6 $3 \times 9 =$ _____

7 $0 \times 9 =$ _____

8 $10 \times 9 =$ _____

9 $4 \times 9 =$ _____

10 $5 \times 9 =$ _____

11 $9 \times 3 =$ _____

12 $9 \times 8 =$ _____

13 $9 \times 2 =$ _____

14 $9 \times 10 =$ _____

15 $9 \times 4 =$ _____

16 $9 \times 7 =$ _____

17 $9 \times 5 =$ _____

18 $9 \times 9 =$ _____

Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45

Using Order to Multiply

Name: _____

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

1 Look at 6×5 and 5×6 . How does the order of the factors change the product?

2 Draw two arrays to show 4×7 and 7×4 .

Using Grouping to Multiply

Name: _____

**Draw parentheses around the numbers you want to multiply first.
Then find the product.**

1 $6 \times 3 \times 2$
 $6 \times (3 \times 2)$
 $6 \times 6 = 36$

Sample Student Work:
 $3 \times 2 = 6; 6 \times 6 = 36$

2 $4 \times 3 \times 3$

3 $5 \times 2 \times 8$

4 $8 \times 2 \times 4$

5 $2 \times 2 \times 7$

6 $6 \times 5 \times 2$

7 $3 \times 3 \times 7$

8 $2 \times 4 \times 5$

9 $7 \times 4 \times 2$

10 $6 \times 3 \times 3$

11 $3 \times 3 \times 10$

12 $2 \times 3 \times 4$

13 How did you decide which factors to group?

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

Using Order and Grouping to Multiply

Name: _____

Order and group the factors to show how you want to multiply. Then find the product.

1 $5 \times 7 \times 2$
 $5 \times 2 \times 7$
 $(5 \times 2) \times 7$
 $10 \times 7 = 70$

2 $3 \times 5 \times 3$

3 $4 \times 8 \times 2$

4 $2 \times 9 \times 5$

5 $2 \times 10 \times 5$

6 $2 \times 8 \times 2$

7 $3 \times 9 \times 3$

8 $5 \times 2 \times 6$

9 $4 \times 5 \times 2$

10 $2 \times 9 \times 2$

11 $3 \times 8 \times 2$

12 $4 \times 2 \times 7$

13 What strategies did you use to decide how to order and group the factors?

14 Why do you need to reorder factors in some problems?

Understanding of Division Models

Name: _____

- 1** Draw a model to show $12 \div 6$. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.
 $12 \div 6 =$ _____

- 2** Draw a model to show $12 \div 6$. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.
 $12 \div 6 =$ _____

- 3** Draw an array to find $21 \div 3$.

- 4** Draw an array to find $20 \div 4$.

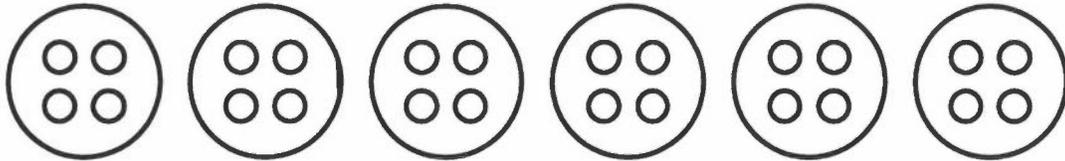
$$21 \div 3 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

- 5** What situation could be modeled with the equation $40 \div 8 = 5$?

Understanding of How Multiplication and Division Are Connected

Name: _____



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

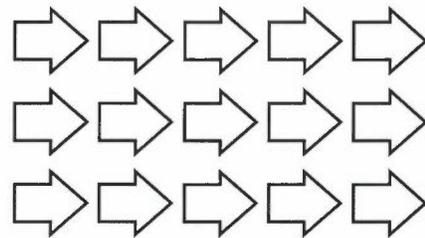
- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

- 3** There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

- 4** Write 2 multiplication equations and 2 division equations for this array.



Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? =$ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? =$ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? =$ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? =$ _____

Working with Division Facts

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $40 \div 4 =$ _____

2 $18 \div 3 =$ _____

3 $24 \div 4 =$ _____

4 $24 \div 8 =$ _____

5 $14 \div 2 =$ _____

6 $40 \div 8 =$ _____

7 $42 \div 7 =$ _____

8 $64 \div 8 =$ _____

9 $32 \div 8 =$ _____

10 $56 \div 8 =$ _____

11 $27 \div 9 =$ _____

12 $28 \div 7 =$ _____

13 $72 \div 8 =$ _____

14 $90 \div 9 =$ _____

15 $54 \div 9 =$ _____

16 $48 \div 8 =$ _____

17 $49 \div 7 =$ _____

18 $27 \div 3 =$ _____

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

Using a Multiplication Table

Name: _____

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \square$

$32 \div 8 = \square$

$4 \times 7 = \square$

$27 \div \square = 9$

$\square \div 5 = 7$

$8 \times \square = 32$

$\square \div 4 = 7$

$9 \times \square = 27$

$4 \times 4 = \square$

$9 \times 6 = \square$

$6 \times 6 = \square$

$81 \div \square = 9$

$\square \div 4 = 4$

$54 \div \square = 6$

$63 \div \square = 9$

$40 \div 8 = \square$

$\square \div 8 = 6$

$56 \div \square = 8$

$45 \div 5 = \square$

$\square \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \square = \square$.

Understanding of Patterns

Name: _____

Solve. Look for patterns.

1 Subtract.

$10 - 1 = \underline{\hspace{2cm}}$

$20 - 1 = \underline{\hspace{2cm}}$

$30 - 1 = \underline{\hspace{2cm}}$

$100 - 1 = \underline{\hspace{2cm}}$

$200 - 1 = \underline{\hspace{2cm}}$

$300 - 1 = \underline{\hspace{2cm}}$

$200 - 100 = \underline{\hspace{2cm}}$

$300 - 100 = \underline{\hspace{2cm}}$

$400 - 100 = \underline{\hspace{2cm}}$

$200 - 101 = \underline{\hspace{2cm}}$

$300 - 101 = \underline{\hspace{2cm}}$

$400 - 101 = \underline{\hspace{2cm}}$

2 Multiply.

$2 \times 10 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

3 Describe the patterns that you notice in the problems you just solved.

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

- 1** Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

- 2** There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

- 3** At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

- 4** Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

- 5** Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

- 6** Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

- 7** Choose one problem. Describe the strategy you used to solve it.

Solving Problems About Arrays

Name: _____

Read and solve each problem. Show your work.

- 1** A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

- 2** Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

- 3** There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

- 4** Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

- 5** A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

- 6** The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

- 7** Choose one problem. Describe and use a strategy to check your answer.

Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

- 1** Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are _____ tiles in each row.

- 3** Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made _____ rows.

- 5** A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are _____ rows of tiles.

- 2** Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is _____ square feet.

- 4** There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are _____ squares in each row.

- 6** Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be _____ squares in each row.

- 7** Choose one problem. Describe the strategy you used to solve it.

- 8** Explain why you chose that strategy to solve the problem.

Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

- 1** Hiram has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hiram make?

Hiram can make _____ batches of bread.

- 2** Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

- 3** Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

- 4** Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for \$8. How much money does Marc collect for all the pies?

Marc collects \$ _____ for all the pies.

- 5** Choose one problem. Tell how you could solve the problem in a different way.

Solving Two-Step Word Problems Using One Equation

Name: _____

Read and solve each problem by writing one equation.
Show your work.

- 1 Mrs. Nelson has one \$10-bill and one \$20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost \$6 each, how many tickets, t , can she buy?

Mrs. Nelson can buy _____ tickets.

- 2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, m , will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

- 3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, p , of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

- 4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, c , are in each stack?

There are _____ cards in each stack.

- 5 Choose one problem. Explain how you decided which operations to use to solve it.

Estimating Solutions to Word Problems

Name: _____

Read each problem. Estimate the answer by rounding to the nearest ten. Then find the actual answer. Show your work.

- 1** Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

- 2** Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

- 3** There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

- 4** On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

Estimate: They traveled about _____ miles.

They traveled _____ miles.

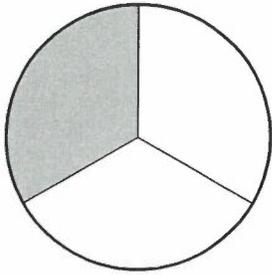
- 5** How does an estimate help you decide if your answer is reasonable?

Describing Parts of a Whole with Fractions

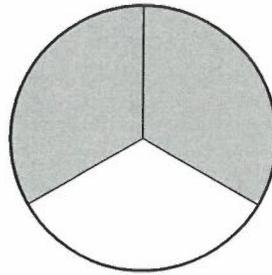
Name: _____

Write the fraction of the figure that is shaded.

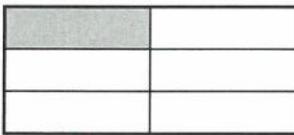
1



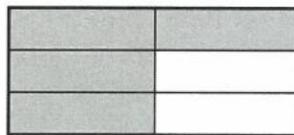
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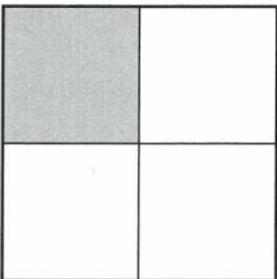
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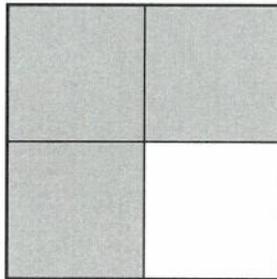
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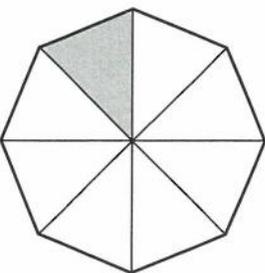
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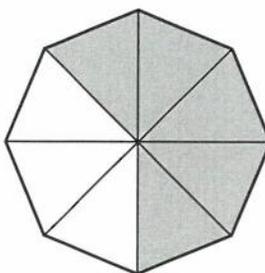
6



7



8



Describing Parts of a Whole with Fractions *continued*

Name: _____

9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

11 Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

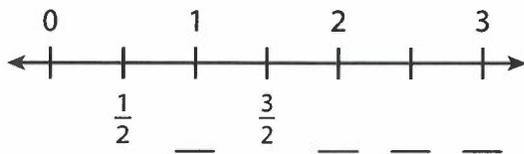
12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

Understanding of Fractions on a Number Line

Name: _____

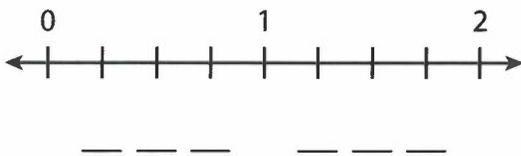
Set A

Write the missing labels on the number line.



Set B

Use this number line to solve problems 1-4.



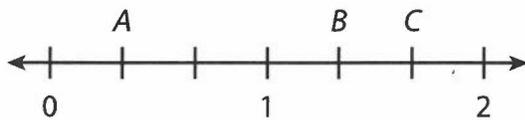
- 1 How many equal parts are between 0 and 1? _____
- 2 How many equal parts are between 1 and 2? _____
- 3 What fraction does each part show? _____
- 4 Write fractions to label the marks.

Understanding of Fractions on a Number Line *continued*

Name: _____

Set C

Use this number line to solve problems 5–7.



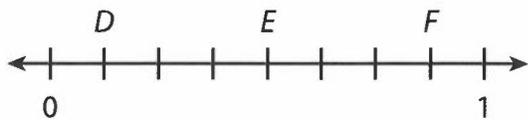
5 A is _____.

6 B is _____.

7 C is _____.

Set D

Use this number line to solve problems 8–10.



8 D is _____.

9 E is _____.

10 F is _____.

Telling Time to the Minute

Name: _____

Write the time the clock shows.

1



2



3

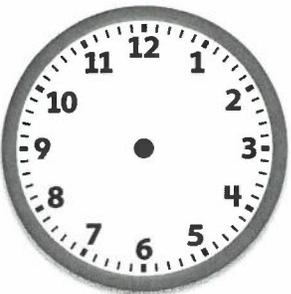


4

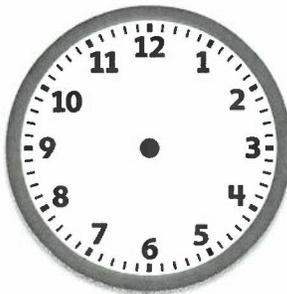


Draw hands on the clock to show the given time.

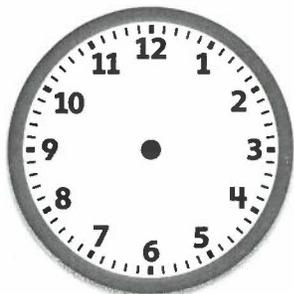
5 16 minutes after 1



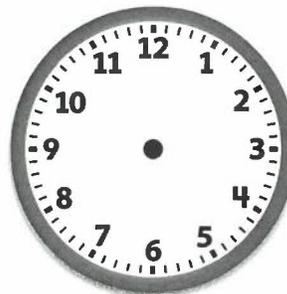
6 7 minutes before 9



7 35 minutes after 3



8 26 minutes before 8



9 Write a word problem that could use one of the times shown on one of the clocks.